

LESSON PLAN TEMPLATE – GRR MODEL

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| Topic/Theme/Unit: Lab Wontons/Egg Rolls | Objective(s): Students will be able to prepare, cook and present this asian appetizer | Materials/Resources: cutting boards, chefs knife, paring knife, bowl, wok, plate, spoon, paper towels. Food tongs. |
| CA Standards: B6.4 Prepare Food using Correct Techniques | Strategies: Connection to prior knowledge. Demonstration. work in groups | |
| "I DO IT" | | |
| How will you... | <i>Input & Modeling</i> | |
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> make lesson objectives (content-language-metacognitive) clear to your students? <input checked="" type="checkbox"/> connect to prior learning? <input checked="" type="checkbox"/> build background knowledge? <input checked="" type="checkbox"/> identify both academic & content vocabulary so students can access new material? <input checked="" type="checkbox"/> assess students' prior knowledge? <input checked="" type="checkbox"/> allow for student interaction? | <ul style="list-style-type: none"> *Ask students if they have eaten egg rolls or wontons before. Like/Dislike? *Discuss other ethnic wrapped foods ie. ravioli, empanadas, samosas etc. *Demonstrate preparing & cooking wontons & egg rolls. Show proper knife skills. *Review & students write up recipe. *Demonstrate mise en place *Show frying techniques | |
| "WE DO IT" | | |
| How will you... | <i>Guided Instruction</i> | |
| <ul style="list-style-type: none"> ... know that each student thought through and formulated a response to (specify question)? * provide corrective feedback to students? * differentiate the modeling for students (think aloud model, performance model)? ... address the metacognitive element? ... provide multiple explanations for new concepts? * prepare students to ask probing/clarifying questions? ... allow students a variety of methods and modalities in which to respond? * assist students in processing information? | <ul style="list-style-type: none"> * Review recipe, personal hygiene and setting up workstations. Discuss & show. Then they do it. * Students write up & discuss recipe in small groups | |

| "YOU DO IT TOGETHER" Collaborative Learning | |
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| <p>How will you...</p> <ul style="list-style-type: none"> * assess student progress understanding? * provide students with hands-on experiences and practice? <ul style="list-style-type: none"> <input type="checkbox"/> determine grouping (pairs, groups) for this activity? <input type="checkbox"/> use scaffolds to help struggling students understand the lesson? * support ELs (what scaffolds are in place)? <ul style="list-style-type: none"> <input type="checkbox"/> support students to use self-regulatory strategies? * provide opportunities for students to practice self-correction? * assist students in self-correcting their relative strengths and weaknesses in regard to the given task? | <p>ask questions and correct throughout lesson.</p> <p>Students practice in demo.</p> <p>Use pictures and labels</p> <p>Show examples of correct student work</p> <p>Re-do if needed</p> |
| "YOU DO IT ALONE" Independent Practice | |
| <p>How will you...</p> <ul style="list-style-type: none"> * intervene with students who are not ready to move on? * assess at the close of the lesson to determine who has mastered content and who needs further assistance? <ul style="list-style-type: none"> <input type="checkbox"/> extend the lesson for those who are ready to move on? <input type="checkbox"/> support students in connecting concepts to future lessons and in exploring real-life applications? <input type="checkbox"/> encourage students to generate evidence of self-regulatory strategies? * provide opportunities for students to self-assess? <ul style="list-style-type: none"> <input type="checkbox"/> offer opportunities for students to extend their learning? <input type="checkbox"/> endorse independent learning or more in-depth study of content by students? | <p>Address with students. Show again how to correctly prepare dish if needed.</p> <p>Walk through kitchens evaluating + correcting student work throughout the lesson.</p> <p>Encourage work when done correctly.</p> <p>Students evaluate and compare each dish side by side. Vote on favorite dish based on appearance, flavor, texture and correct cooking techniques.</p> <p>Reflection - write up Lab Report.</p> |
| ASSESSMENT | |
| Formative | Summative: |

Fried wontons with sweet and sour sauce

¼ pounds fresh ground pork
1 T water chestnuts, finely chopped
1 T green onions chopped
2 tsp beaten egg
¼ tsp salt
Dash pepper

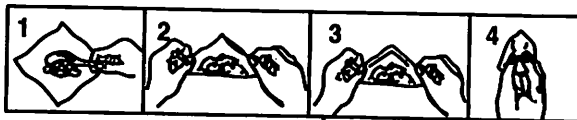
Combine pork water chestnut, green onion egg salt and pepper. Place wonton square on working surface. Place 1 tsp filling (no more) in the lower corner of wonton skin. Fold that corner over filling. Roll to tuck point under. Moisten two corner sides with water. Pull them together behind filled corner and overlap. Pour oil into wok or heavy skillet. Heat 365 degrees . add wontons a few at a time and cook about 2 minutes. Remove with slotted spoon and drain on paper towel. Serve with sweet and sour sauce.

Crab and cream cheese wontons

6oz cream cheese
1 T green onions, chopped
1/2 tsp soy sauce
1/4 tsp garlic powder
1/3 cup real or imitation crab meat chopped
1 package small wonton wrappers

Blend together ingredients in a small bowl, drop 1 tsp in the center wrappers
Fold in corners and seal with a little water
Fry in 365 F oil until crispy and brown. Remove and drain on paper towels
Serve with sweet and sour or duck sauce
Makes approximately 2 dozen

WON TON WRAPS



Combine ingredients 2 through 9, mix well.

1. Place a heaping teaspoon of mixture onto a Won Ton Wrap. Moisten the edges of the wrap with water. 2. Fold in half. 3. Crimp one side to form a semi-circle. 4. Pinch together to form "hat" shape. Set the dumplings on a baking sheet lined with parchment paper so they sit flat. Cover with a damp towel while working. Boil a large pot of water, add a heaping tablespoon of salt and simmer the Won Tons until clear, about 5 min. Do not boil until they fall apart. Heat 3 Tbsp. of canola oil in a large sauté pan. Add the Won Tons without crowding the pan and cook until the bottoms are crispy and brown.

Lumpia

½ pound ground beef
2 garlic cloves, finely chopped
½ large brown onion, finely chopped
½ small head of cabbage, thinly shredded
1 large carrot, finely grated
¼ pound bean sprouts
Accent, to taste
Salt and pepper, to taste
Package eggs roll wrappers
Oil for frying

In large skillet, brown ground beef. Add garlic, onion, cabbage, carrots, and bean sprouts. Fry until vegetables have softened. Add accent, pepper and salt, to taste. Drain liquid and allow to cool. Place about one heaping tablespoon of filling in bottom eighth of wrapper. Fold over, covering filling. Fold both sides in; seal with water. Roll rest up into the wrapper. Heat oil to 375 degrees. Fry lumpia until golden brown.

Samosas

1 onion, finely chopped
1-2 cloves garlic, finely chopped
1 teaspoon curry powder
½ red or green pepper, finely chopped (optional)
Cooking oil

1 package wonton skins
1 pound ground beef

Brown meat and sauté onions, garlic, curry powder and peppers. Cook mixture thoroughly; drain fat. Place a small spoonful of meat mixture in the center on wonton skin. Wet edges of wonton skin with water, fold into a triangle; press edges. Deep-fry a few samosas at a time. Turn them in oil. When samosas are a light golden brown color, remove and drain on a paper towel.